DOCUMENT RESUME

ED 357 308 CG 024 858

AUTHOR	Faulkner, Robin; And Others
TITLE	Student Assistance Program.
INSTITUTION	Franklin County Schools, Louisburg, NC.
PUB DATE	Apr 92
NOTE	30p.; Paper presented at the Student Services Statewide Conference (2nd, Winston-Salem, NC, April 27-30, 1992).
PUB TYPE	Reports - Descriptive (141) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Drug Education; Intervention; Peer Counseling; Prevention; *School Community Programs; *School Counseling; School Guidance; *Secondary Education; Secondary School Students; *Substance Abuse

ABSTRACT

The Student Assistance Program (SAP) is a chemical use prevention and early intervention program. Entering the fifth year of implementation, the SAP has expanded from a part-time service contracted with Mental Health to a school-based program serving two high schools and three middle schools. The program is broad based, employing a variety of strategies to prevent chemical use and to intervene when a student does exhibit at-risk behaviors. Through SAP 100% of the students at the participating schools are reached through group guidance and up to 35% of the students are served on an individual basis. At the school level, the Core Team of administrators, counselors, teachers, and aides develops and implements prevention and intervention strategies. Students are not only receivers of services, but providers as well. Peer helpers work to prevent at-risk behaviors and to intervene with referrals as necessary. Continuing to offer direct guidance and counseling services to students and their families, SAP coordinators are also moving to expand community involvement. Through the collaborative efforts of the involved persons, SAP has initiated a number of programs which have increased awareness of drug issues and have prompted the citizens of the county to work together for a healthy, drug-free environment. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED357308

FRANKLIN COUNTY SCHOOLS

STUDENT ASSISTANCE PROGRAM

The Student Assistance Program, established by the Franklin County Schools in 1987, is a chemical use prevention and early intervention program. Entering the fifth year of implementation, the S.A.P. has expanded from a part-time service contracted with Mental Health to a school-based program serving two high schools and three middle schools. The program is broad-based in approach, employing a variety of strategies to prevent chemical use and to intervene when a student does exhibit at-risk behaviors. Through S.A.P., 100 percent of the students at the participating schools are reached through group guidance and up to 35 percent of the students are served on an individual basis. Recognized as a model program by A.D.D. and treatment professionals, Franklin County S.A.P. is now a site for visitation and training for systems in North Carolina and out-of-state wishing to establish a Student Assistance Program.

Franklin County S.A.P. utilizes school and community involvement at four levels.

The School Board has enacted a strict substance use policy and has appropriated local funding. The Health Educator/ADD Contact at the Central Office organizes S.A.P. for the county.

At the school level, the Core Team of administrators, counselors, teachers, and aides develops and implements prevention and intervention strategies.

Students are not only receivers of services, but providers as well. Peer helpers work to prevent at-risk behaviors and to intervene with referrals as necessary.

Continuing to offer direct guidance and counseling services to students and their families, S.A.P. Coordinators are also moving to expand community involvement through formation of the Franklin County Coalition for Youth Success.

Through the collaborative efforts of the involved persons, S.A.P. has initiated a number of programs: special topic group counseling, Core Team, a peer helper program (SHARP), Parent-to-Parent, N.C. ASAP, Franklin County Coalition for Youth Success, and a comprehensive resource of relevant policies and treatment options. Such initiatives have increased awareness of drug issues and have prompted the citizens of Franklin County to work together for a healthy, drug-free environment.

CG024858

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marla R. Peoples

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Introduction

Franklin County is a county of 36,414 persons living in rural communities and small towns and working primarily in blue collar and agricultural jobs. Nine county schools serve 4,786 students.

The school and community recognize that alcohol and other drug use, chemical dependence, and the stress of living in a chemically dependent family environment represent a serious threat to the health and welfare of youth. The philosophy of the Franklin County School District is one of caring and concern for these students. Recognizing its responsibility to educate youth regarding chemical use and to intervene early with at-risk behaviors, Franklin County Schools established in 1987 the Student Assistance Program in Bunn and Louisburg High Schools. Committed to expanding needed programs, Franklin County implemented S.A.P. as a school-based program in 1989 and implemented a middle school program in 1990 at Edward Best, Gold Sand, and Youngsville Schools.

The Student Assistance Program has been successful in its effort to meet individual needs, through education and counseling, and to meet needs of the community at large through efforts such as chartering the regional NC ASAP, organizing a community coalition, and developing a peer program. The success of Franklin County S.A.P. can be attributed to a spirit of cooperation and teamwork of its professionals. Today, the S.A.P. is asked to share that success with other regions and states seeking to establish a Student Assistance Program.

Statement of Need

The American Drug and Alcohol Survey (1989) administered to students in grades six, eight, ten, and twelve, indicated that many students were at risk for involvement with alcohol and other drugs. Average age of first use was 14.2 years. Nearly 19% of students indicated that they were at high risk for chemical dependency and other life-threatening situations related to chemical use; 53% were classified as being at moderate risk. Seventy-five percent of the students had friends who used drugs, and 15% of these students had been asked by their friends to use drugs also. Seventy-five percent of the non-users surveyed said they would attempt to stop their friends from using drugs. The 1989 survey indicated two important issues: (1) substance abuse is a serious threat to Franklin County youth; (2) the young people are interested in prevention and intervention efforts.

A number of factors contribute to the susceptibility of Franklin County youth to substance abuse:

(1) The poverty level is 20.3%, placing Franklin County in the bottom third of North Carolina counties (1988). Per capita income is $10,322, with 7,308 persons living below the federally established poverty level (1989). Thirty-one percent of the county children live in poverty (1988).

(2) The unemployment rate is 9.5%, compared to a state rate of 6.2% (1990).

(3) Local per student expenditure is $544.05 for the school system, compared to a statewide average of $785.18 (1989-90).

(4) Nearly 20% of adults have no more than eight years of education; 33% have one to three years of secondary education (1988).

(5) The drop-out rate for 1989-90 was 4.49%, compared to a state rate of 4.5%.

(6) Twenty-six percent of ninth graders were retained for the 1989-90 school year.
(7) Sixth and eighth grade students scored at the 55th and 50th percentiles on the total battery C.A.T., respectively, as compared to state average scores of 58th and 56th percentiles (1990-91).
(8) The Early Prevention of School Failure Program identified 54% of all kindergarten students as being at a moderate to high risk for school failure and dropping out (1990-91).
(9) During 1990-91, 324 cases of abuse and neglect were reported.

Recognizing that at-risk youth often do become involved with alcohol and other drugs as a way of gaining peer support and of coping with harsh realities, Franklin County implemented the Student Assistance Program as a positive force to impact on these youth.

Involvement in Planning

A. Internal - Confronting the reality of chemical use rather than hiding in denial, the School Board hired in 1987 a substance abuse specialist, who provided student services and community education. The School Board has passed a strict substance use policy, developed through a collaborative effort of central office and school staff. In a time of austere financial budgeting, the Superintendent has worked with the School Board to expand Student Assistance services. A Health Educator/ ADD Contact at the Central Office meets regularly with the S.A.P. Coordinators to update information, to assess services, and to initiate new programs.

Staff development on the Core Team Model is provided each year with the goal of ultimately training all school personnel. These sessions have been attended by both teachers and administrators.

Students suggest topics for group counseling, and, with implementation of the peer program this year, will provide some programs and services.

The Student Assistance Program has enjoyed longevity and even expansion because there is commitment at all levels, the School Board, the Central Office, the individual schools, and the students.

B. External - Substance abuse professionals from Mental Health and from the A.D.D. office have continued to be involved in program planning and staff training. The Health Advisory Council, comprised of parents, school personnel, and health professionals, acts as an advisory council to the Alcohol and Drug Defense Program. S.A.P. Coordinators are currently spearheading an effort to develop a community coalition of concerned citizens, business leaders, and agency personnel to involve all of the community in meeting the needs of at-risk youth.

Implementation

A. Internal - The Student Assistance Program has evolved from a service contracted with Mental Health to a school-based program, an arrangement that provides greater continuity and stability of services. There is a half-time coordinator at each high school and one person to coordinate S.A.P. for the three middle schools. The coordinators provide the following services within the schools:

(1) Coordination of a Core Team of trained administrators, teachers,

counselors, and aides who receive referrals from teachers, parents, or students on students exhibiting at-risk behaviors; collect data; intervene with strategies; monitor student progress; contact parents; and make referrals to outside agencies as needed. The teams received 188 referrals; 145 parent contacts were made (1990-91).*

(2) Group guidance on chemical use and AIDS education: 195 sessions, 2500 students.*

(3) Small group counseling on substance abuse awareness, family issues of alcoholism, sexual/physical abuse, parenting, grief and loss: 580 sessions, 264 students.*

(4) Individual counseling: 2230 sessions.*

(5) Implementation of a peer helper program, SHARP (Students Helping At Risk Peers), an elective course in the two high schools and in two middle schools. The 75 trained students will broaden the outreach to at-risk students.

(6) Project Graduation for the two high schools.

(7) Staff development: 151 teachers, SAP Awareness; 16 teachers, Parent-to-Parent Workshop.*

(8) Development of a resource notebook for administrators of school policies and treatment options.

(9) Development of a notebook of group activities.

(10) Coordination with Department of Social Services and UNC-Greensboro to develop a Secondary Pregnancy Prevention Coalition.

Other services offered include articles on substance abuse in the monthly staff newsletter, Spotlight On Health, published by the Health Educator/ADD Contact. Also, the I CARE HOTLINE provides 24 hour service for students.

To further their training, S.A.P. Coordinators have attended the 1990 and 1991 UNC-W School of Alcohol and Drug Studies, Division of Student Services Conference, and workshops on substance abuse, sexual abuse, group counseling, peer helping, and community coalition building.

Through yearly evaluations by students and staff, the S.A.P. Coordinators assess program strengths and weaknesses to expand and enhance S.A.P. services.

Plans for future services include: (1) expansion of S.A.P. to grades K-6; (2) publication of Pocket Friends, a list of community resources and phone numbers for students; and (3) expansion of peer helper program into the community through the Franklin County Coalition for Youth Success.

B. External - The Student Assistance Program also reaches outward to the community in a variety of ways:

*Statistics are for the 1990-91 school year through May 1, 1991.

(1) Organizing NC ASAP, a coalition of S.A.P. coordinators from nine school systems, the first such regional organization in North Carolina.

(2) Developing contacts with the local AA and Alanon organizations.

(3) Developing a resource file of treatment facilities for use by students, families, and employees.

(4) Touring nearby treatment facilities.

(5) Distributing a pamphlet on S.A.P. services and speaking with agencies, churches, civic organizations, PTA's, and the local newspapers.

(6) Providing Parent-to-Parent Workshops (124 parents) and training 5 Parent-to-Parent trainers.*

(7) Providing S.A.P. training for surrounding counties.

(8) Working closely with the Probation Office, Mental Health, Health Department, and Department of Social Services: 184 referrals to outside agencies.*

(9) Working the Red Ribbon booth at the North Carolina State Fair and soliciting business donations of ribbons for Red Ribbon Week.

Program Replication

An effective Student Assistance Program requires community awareness and support because parental attitudes and values are key to student decision-making.

An effective program is broad-based in services offered and educational in approach, rather than judgmental.

An effective program requires priority status at all levels through (1) a strict chemical use policy with appropriate consequences and treatment options; (2) ongoing staff development, including administrators; (3) awarding of renewal credit and Senate Bill 2 credit for Core Team service; (4) permission for students to receive group counseling and other services during the school day.

An effective program requires a Central Office coordinator (half-time position, minimum) who places funding priority on direct services to students.

An effective program requires a close working relationship between the school coordinators so that the focus broadens beyond the individual schools to a scope of community change.

While a program can be successful with the current model of a half-time coordinator at each high school and one full-time coordinator to service three middle schools, a full-time coordinator at each school would be preferable as finances permit. The strength of a school-based model is that duplication of services and personnel turn-over are avoided.

*Statistics are for the 1990-91 school year through May 1, 1991.

Program Objectives and Strategies

Specific Objectives	Strategy(ies)/Critical Tasks	Evaluation Procedures	Results/Impact
1. To increase awareness with student, staff and community populations of the issues and dynamics that naturally occur with the use of alcohol and other drugs.	1. Provide in class group guidance to students in 6 - 12th grades. a. Signs and symptoms of chemical dependency. b. Chemical dependency and alcoholism as a disease. c. Alcohol as a drug.	1. Record numbers of students receiving in-class guidance.	1. 2500 students served as of May 1, 1991.
	2. Provide staff training a. Core Team Training, Phases 1, 2, 3, 4. b. NC School for Alcohol and Drug Studies at UNC-W. c. Student Services Conferences. d. Peer Helper workshops. e. Parent-to-Parent workshops.	2. Record numbers of staff completing training. Complete written evaluation.	2. a. 39 staff currently trained in Core Team concept. Positive evaluations. b. 4 staff completed NC Drug & Alcohol School in 1990 and 5 staff completed NC Drug & Alcohol School in 1991. c. 8 - 10 staff received training at Student Services Conference. d. 13 staff completed Peer Helper workshops. e. 19 staff completed Parent-to-Parent workshop.
	3. Provide community agencies and parents educational forums/support groups. a. Parent-to-Parent workshops. b. Speaking engagements with agencies, churches, PTA, and civic groups. c. Newspaper articles.	3. Record numbers of persons served. Feedback from public. Written evaluations.	3. 10 Parent-to-Parent workshops conducted. 124 participated. Positive feedback from parents. Generated calls from parents for help. Positive feedback from community on presentations.

Program Objectives and Strategies

Specific Objectives	Strategy(ies)/Critical Tasks	Evaluation Procedures	Results/Impact
2. To increase preventative efforts addressing at-risk behavior.	1. To develop and implement a peer helper program.	1. 66 students are currently registered in the peer helper curriculum.	1. Increase in student knowledge of healthy coping and problem solving skills.
	2. To provide AIDS education to students in grades 9 - 12.	2. Record of students receiving instruction.	2. 650 students have an increased awareness of AIDS prevention.
	3. To distribute a health newsletter.	3. Feedback.	3. Positive response.
	4. To observe Red Ribbon Week.	4. Record number of students participating in Red Ribbon activities.	4. All county students will receive Red Ribbons to celebrate drug-free life styles.
	5. To provide the "I Care" Hotline.	5. Record numbers of calls and the feedback from the hotline provider.	5. 89 calls recorded. School counselors have worked closer with Social Services and the Police Department as a result of the hotline.
	6. To administer the A.D.D. and American Drug and Alcohol Survey.	6. Responses are tallied and evaluated.	6. Responses indicated a need for SAP services.
	7. To offer Parent-to-Parent workshops to the parents of children who graduate from the D.A.R.E. program.	7. Will present program and will provide program to interested parents.	7. An increase in parent knowledge/ skills regarding substance abuse.
	8. To sponsor "Project Graduation."	8. Feedback from students.	8. Students may attend an alcohol and drug-free celebration of graduation.
	9. To initiate the start-up of an ALATEEN meeting in the community.	9. Feedback from participants.	9. Provides children of alcoholics a safe, supportive environment to express their feelings and receive feedback.

Program Objectives and Strategies

Specific Objectives	Strategy(ies)/Critical Tasks	Evaluation Procedures	Results/Impact
3. To develop and implement a system of intervention for students displaying high risk behavior.	1. Accept referrals to SAP from teachers, students, parents and outside agencies.	1. Record number of referrals.	1. 188 students referred for intervention from the following sources: parents - 5; teachers - 67; students - 113; court - 3.
	2. Collect data relevant to referred student.	2. Document number of absences, grades, discipline referrals.	2. Increased knowledge of student behavior and performance.
	3. Staff referrals by SAP Core Team.	3. Develop a written plan of intervention.	3. Positively addressing the high risk behavior.
	4. Involve at-risk referred students in group or individual counseling.	4. Receive written feedback from participants.	4. An increase in coping skills by offering alternative behaviors and a supportive involvement.
	5. Develop a resource book of group activities.	5. Receive feedback from SAP facilitators and group members	5. Continued offering of a quality group experience.
	6. Participate in development of a drug policy for students and employees.	6. Record number of students referred to SAFE and other treatment/education programs. Gather feedback from students, staff, parents.	6. Provision of a drug/alcohol-free environment for students and staff. Appropriate and consistent intervention for substance use. SAFE referrals - 6.

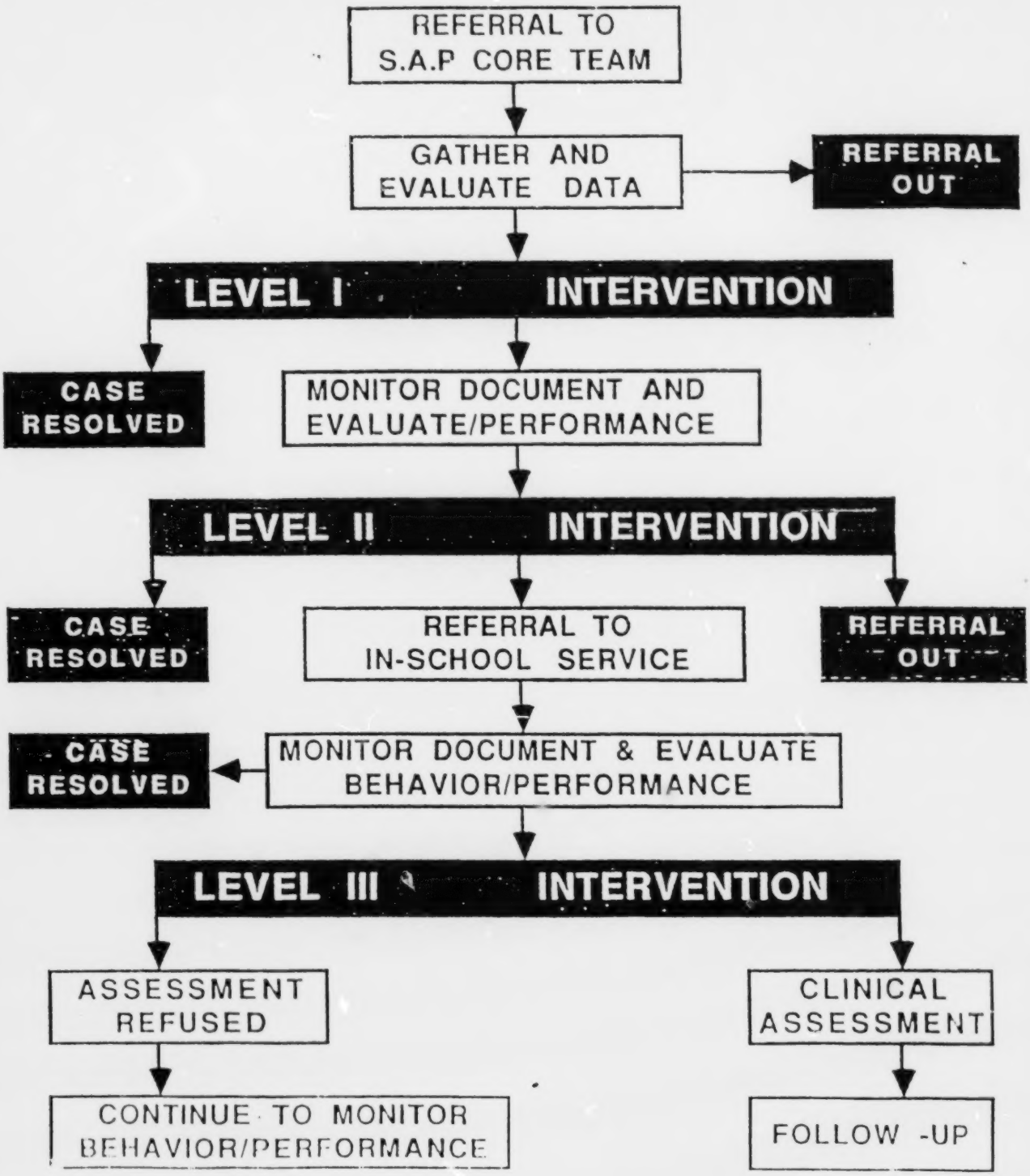
Program Objectives and Strategies

Specific Objectives	Strategy(ies)/Critical Tasks	Evaluation Procedures	Results/Impact
4. To develop and implement a system of referral to community agencies.	1. Develop a community resource file. 2. Refer students to appropriate professional services. 3. Visit treatment facilities to increase staff awareness of outpatient, inpatient treatment approaches.	1. File brochures, pamphlets for quick referral. 2. Record number of students referred. 3. Obtain pamphlets, brochures from sites visited.	1. Increased awareness of treatment options. 2. 184 referrals to outside agencies in 1990-91 vs. 16 referrals for 1989-90. 3. Staff visits to Alcohol Treatment Center, Drug Action of Wake County, Holly Hill Hospital, John Umstead Hospital, and Three Springs Wilderness Camp during 1990-91.

Program Objectives and Strategies

Specific Objectives	Strategy(ies)/Critical Tasks	Evaluation Procedures	Results/Impact
5. To continually provide and adjust services in order to address the needs of at-risk youth.	1. Join with other agencies to expand youth services and share program information.	1. a. Staff are charter members of N.C.ASAP(Area Student Assistance Professionals). b. Staff have initiated development of a county coalition, Franklin County Coalition for Youth Success. c. Staff will join NALSAP (National Association of Leadership for Student Assistance Programs).	1. a. Closer working relationship with DPI and ADD. Increased opportunities for training. b. County coalition initiated in September 1991. First meeting held October 9, 1991, with various community groups attending. c. North Carolina to be second state in U. S. to have a statewide Student Assistance Program.
	2. Apply for grant monies to extend SAP to grades K-5.	2. Staff will apply for suitable grants.	2. Additional funds for program materials and for increasing staff.
	3. Provide to students "Pocket Friends," a list of county emergency phone numbers.	3. Staff will distribute "Pocket Friends" to students in grades 6 - 12 by January 1992.	3. Increased student awareness of community sources of help.

FLOW CHART
(OVERVIEW)



BEST COPY AVAILABLE

Flow Sheet for Teachers

Franklin County Schools Student Assistance Program
(Program procedures for referred students.)

1. Teacher fills out Student Assistance Program referral form.

2. Referral form should be put in a sealed envelope and placed in S.A.P. Coordinator's box.

3. S.A.P. Coordinator distributes referral forms to referred student's teachers.

4. Teachers will complete referral form and place it in a sealed envelope and return to S.A.P. Coordinator's box.

5. Referral forms are discussed at next core team meeting.

6. Core team will review information and an intervention plan is formulated.

7. Case manager, from the core team personnel, is assigned to work with the referred student.

8. Intervention is implemented.

9. Case manager does follow up.

BEHAVIOR REPORT FORM
STUDENT ASSISTANCE PROGRAM

Student_____ Observer_____

Grade _____ Date of referral_____

Return to _____ Period you have student _____

Check Appropriate Responses

A. GRADES
___ Lower Grades - Lower Achievement
___ Academic Failure
___ Always Behind in Class
___ Lack of Motivation - Apathy
___ No Change In Grades/Motivation
___ Completes Homework/Classwork
___ Participates in Class

B. SCHOOL ATTENDANCE
___ Excessive Forgetfulness
___ Attends School Even If Sick
___ Absenteeism
___ Tardy (___Times to Date)
___ On Absence List But Seen In School
___ Frequently Requesting to Be Out Of Class (trips to the bathroom, etc)
___ Frequent Visits to Nurse or Counselor

C. PHYSICAL SYMPTOMS
___ Physical or Medical Problem
___ Suspected Physical Abuse
___ Poor Hygiene
___ Sleeping in Class
___ Self-mutilation
___ Frequent Physical Complaints
___ Frequent Physical Injuries
___ Staggering or Stumbling
___ Smelling of Alcohol or Marijuana
___ Coordination Problems
___ Slurred Speech
___ Glassy, Bloodshot Eyes
___ Sexualized Behavior
___ Chronic Rocking
___ Using Prescription Medicine
Type of medicine _____

E. PLACEMENT
___ Chapter I Reading
___ Special Services _____Category
___ Speech

D. BEHAVIOR
___ Constant Defiance of Rules
___ Frequent Discipline Referrals
___ Fighting
___ Cheating
___ Excessive Nervousness
___ Withdrawn (Loner)
___ Verbal Abuse
___ Stealing
___ Lying
___ Verbal Conflict with Peers
___ No friends
___ Frequent Crying
___ Frequently Tired
___ Talks Freely About Alcohol/Drug Use
___ Change In Friends
___ Change In Appearance
___ Sudden Popularity
___ Sudden Unpopularity
___ Older Social Group
___ Disoriented Sense of Time
___ Carries Large Amounts of Money/Beeper
___ Constant Attention Seeking
___ Depression
___ Acts Defensive
___ Increasing Non-Involvement
___ Sudden/Inappropriate Elevation of Mood
___ Sense of Humor/Laughing
___ Honest
___ Open/Willing to Talk
___ Erratic Behavior and Mood Swing

F. TEACHER STRATEGIES PREVIOUSLY TRIED
___ Parent Contact
___ Conference with Student
___ Point System
___ Referral to Assistant Principal
___ Referral to Counselor

(over)

STUDENT ASSISTANCE PROGRAM STUDENT GROUP EVALUATION

1. Why did you participate in this group?

_____

_____

_____

2. Did the SAP coordinator answer your questions adequately?

_____yes _____ no _____ sometimes

Comments

_____

_____

3. Did the SAP coordinator lead the group well?

_____yes _____ no _____ sometimes

Comments

_____

_____

4. Would you like to participate in another group with this counselor?

_____yes _____ no _____ not sure

Comments

_____

_____

5. Would you encourage your friends to join one of the counselor's group?

_____yes _____no _____not sure

Comments

_____

_____

6. Did the SAP coordinator listen to your concerns in the group?

_____yes _____no _____sometimes

Comments

_____

_____

7. Now that the group has finished, do you feel the participation was worth it? _____yes _____no _____ not sure

Comments

_____

_____

THANK YOU FOR YOUR TIME!!!!

STUDENT ASSISTANCE PROGRAM EVALUATION

In order to continue federal funding of the Student Assistance Program a yearly evaluation of the program must be submitted. Please help us out by checking either yes, no or not applicable to the questions below. Please comment whenever appropriate. Thank you for your time.

1. Do you understand the objectives/goals of the SAP?
_____yes _____ no _____n/a
Comments
_____
_____

2. Did you make any referrals to the SAP? _____yes _____no
If so, how many? _____
Comments
_____
_____

3. Did you receive notification from the core team that your referral was received?
_____ yes _____no _____n/a
Comments
_____
_____

4. Did the SAP counselor provide you with follow-up about the referrals made?
_____yes _____no _____n/a
Comments
_____
_____

5. Do you think the SAP counselor has a good relationship with students?
_____yes _____ no _____n/a
Comments
_____
_____

6. Do you think the SAP counselor has a professional relationship with teachers?
_____yes _____ no _____ n/a
Comments
_____
_____

7. Do you feel that there has been some resolution regarding your referral's problem?
_____yes _____no _____n/a
Comments
_____
_____

8. Do you feel that the program has been helpful to students?
_____yes _____no _____n/a
Comments
_____
_____

9. Are there changes you would like to see in the SAP?
_____yes _____ no _____n/a
Comments
_____
_____

SPECIAL
HELPFUL
ACCEPTING
RELIABLE
PEERS

S.H.A.R.P
FRANKLIN COUNTY SCHOOLS
PEER HELPING PROGRAM

What is S.H.A.R.P.?

S.H.A.R.P. is a county wide peer helping program designed to address student academic and social problems. Research shows that students will turn to other students when they are faced with a problem. Many students do not ask parents or school personnel some important questions and unfortunately they remain alone with the questions or obtain inaccurate information from their peers. It is the goal of the peer helping program to provide accurate educational information to students who seek answers to their questions. Another goal of the county wide peer helping program is to increase student attendance and academic performance by training students to tutor younger peers who may be experiencing academic difficulty. Perhaps the most important goal of the program is to enhance positive self esteem not only for the peer helper but the student receiving peer assistance. This is achieved by developing improved communication and problem solving skills. The peer helping program will offer students another forum to discuss student problems which often interfere with a positive school experience.

Who are the peers?

The S.H.A.R.P. Program began in the fall of 1991 at four schools; Youngsville, Gold Sand Middle, Bunn and Louisburg High. There were 65 students trained in the peer helper curriculum during that year. This year 1992-93, the S.H.A.R.P. program has been expanded to include all schools in Franklin County. This expansion will enable an additional 198 students to be trained as peer helpers! Students can become peer helpers by student nominations, self referrals, and teacher nominations. Those selected must be good listeners, interested in helping people, responsible and trustworthy. Peer helpers in 7th-12th grade will be expected to maintain a "C" average.

How are the peer helpers trained?

Peer helpers in 7th-12th grades will receive year long classroom instruction. Training topics will include: effective communication skills, problem solving skills, tutoring, helping characteristics, team building. Special areas to be studied will include; prevention of alcohol/drug use, understanding families, grief and loss, divorce, teen suicide, depression, eating disorders, teen sexuality and relationships.

Peer helpers in 4th-6th grade will receive one semester of instruction. The focus of training will include; team building activities, understanding people, listening, responding and questioning skills, conflict resolution, and safety issues.

For more information contact your school Guidance Counselor

SPECIAL
HELPFUL
ACCEPTING
RELIABLE
PEERS

CONTRACT

CONGRATULATIONS!

_____ has been selected to participate in the peer helper program at_____.

As a member of S.H.A.R.P. it is understood that peer helpers will:

1. **abstain from the use of alcohol and other drugs**
2. **maintain confidentiality of the students that work with peer helpers.**
3. **treat others with respect and dignity**
4. **abide by school rules and regulation**
5. **attend school regularly and maintain a "C" average**
6. **serve as a positive role model to other students**
7. **complete all peer helper responsibilities for this school year.**

I _____ agree to follow the above responsibilities. I understand that failure to meet these commitments will result in a re-evaluation of my continuance as a peer helper.

Date_____

_____	_____
Peer helper	Guidance Counselor
_____	_____
Parent	S.A.P. Coordinator
_____	_____
Peer helper teacher	Peer helper Coordinator

Franklin County Peer Helper Program
TRAINING LEADER SKILL CHECKLIST

APPENDIX XV

Here are skills and qualities a leader can use to be a successful trainer of leaders. Think about past leadership experiences you have had. Then rate yourself on each skill or quality, using the scale: (S = Strong; G = Good, NS = Not Sure; W = Weak; P = Poor). Evaluate your strengths and weaknesses as honestly as you can. Use this checklist to chart your progress.

1.	I can give a concise, clear description of the Peer Counseling Program.	S	G	NS	W	P
2.	I can project my voice and display enthusiasm to a group.	S	G	NS	W	P
3.	I am able to observe people's behavior while I listen to what is being said.	S	G	NS	W	P
4.	I am able to interpret the combine messages of spoken words and non-verbal behavior.	S	G	NS	W	P
5.	I am able to ask open-ended questions which encourage another to share his/her ideas, feelings, or interest.	S	G	NS	W	P
6.	I can use effective openers to generate a lively group discussion.	S	G	NS	W	P
7.	I can discriminate between significant and irrevalent information and comments to use in teaching concepts or to guide a discussion to a certain focus.	S	G	NS	W	P
8.	I can restate or clarify a person's ideas.	S	G	NS	W	P
9.	I can take an unexpected incident or event and use it to teach a positive learning concept.	S	G	NS	W	P
10.	I am able to give constructive pointers to individuals in a non-judgmental manner.	S	G	NS	W	P
11.	I can share my own feelings relevant to a discussion.	S	G	NS	W	P
12.	I am able to elicit participation from most people in a group.	S	G	NS	W	P
13.	I am able to formulate de-briefing questions to process learning from an activity.	S	G	NS	W	P
14.	I have a sense of timing for the process of discussions and activities.	S	G	NS	W	P
15.	I am able to model an activity or skill comfortably.	S	G	NS	W	P
16.	I can accept anger or criticism from a person or a group without getting defensive.	S	G	NS	W	P
17.	I am able to let others display emotion, comfortably.	S	G	NS	W	P
18.	I have a sense of humor and can laugh at myself.	S	G	NS	W	P
19.	I like people believe in their potentials and affirm THEM!	S	G	NS	W	P

Student Evaluation of Peer Facilitators

Franklin County Peer Helper Program (S.H.A.R.P.)

Date _____ Name of School _____

Name_____

You are one of a sample of students in _____ (school) who have participated in some component of the peer facilitator program since _____. Your responses will be used to help evaluate the program. All information is confidential. Your name will not be used when the data is analyzed. Thank you for your time and help!

1. Check one of the following: I work mainly with a/an

   ☐ Peer helper ☐ Adult helper ☐ Both

2. Check one of the following: I participated in

   ☐ Individual interviews ☐ Group meetings ☐ Both types

Circle the best response: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) or Strongly Disagree (SD).

3. My peer helper was interested in my problems.	SA	A	NS	D	SD
4. I was comfortable working with my peer helper.	SA	A	NS	D	SD
5. We clarified some of my ideas and concerns so that I could see them more clearly.	SA	A	NS	D	SD
6. The number of meetings we had together were long enough to be helpful.	SA	A	NS	D	SD
7. Meeting once a week was the right amount of time.	SA	A	NS	D	SD
8. My peer helper was helpful.	SA	A	NS	D	SD
9. I feel better about myself in some respects since meeting with a peer helper.	SA	A	NS	D	SD
10. I would like to meet with my peer again and talk about some other ideas or concerns.	SA	A	NS	D	SD
11. It is easier to talk with my peer helper about somethings than it is with adults.	SA	A	NS	D	SD
12. I would recommend my peer helper to someone else who needed assistance.	SA	A	NS	D	SD
13. I would like to be a peer helper someday.	SA	A	NS	D	SD

14. What I liked best about my peer helper was:

15. What I liked least was:

16. Any other comments?

Teacher/Host of Peer Facilitator Evaluation Form

Franklin County S.H.A.R.P. Peer helper program

To: Peer Facilitator Hosts

From: The Peer Facilitator Coordinator

Cheryl Brelsford, S.H.A.R.P. Coordinator

Would you please help us evaluate the work of the peer facilitator who was assigned to work with your student(s) this semester. Your response can help us maintain and improve aspects of our program and the work of the peer facilitators. Please complete the following evaluation and put it in my office box. I would be happy to meet with anyone who wants to discuss the program or to share personal observations about students and their facilitators. Thanks for your support and assistance.

CIRCLE ONE:

SA-Strongly Agree; A-Agree; U-Uncertain; D-Disagree; SD-Strongly Disagree

1. I am glad that I chose to have a peer facilitator work in my class.	SA	A	U	D	SD
2. I feel as though the peer facilitators have been well-trained.	SA	A	U	D	SD
3. The students look forward to the peer facilitators being in class.	SA	A	U	D	SD
4. I *doubt* if the peer facilitators really accomplished anything worthwhile.	SA	A	U	D	SD

PLEASE COMPLETE THE FOLLOWING STATEMENTS:

5. If *other teachers* would ask me about the peer facilitators, I would say the following _____ .

6. One *suggestion* I would like to make is _____ .

7. One *concern* I have is _____ .

8. Any other comments?

Thank You!

Reproducible Student Page

Student Name _____

Date _____

Processing the Peer Helping Program

What I have learned from being a peer helper this year: _____

_____

_____

_____

_____

What advice would you give next year's peer helpers? _____

_____

_____

_____

_____

I liked most _____

_____

_____

_____

_____

I would change _____

_____

_____

_____

_____

Are you interested in participating in the high school peer helping program?

_____

© 1990 J. Weston Walch, Publisher

Parent Evaluation of *Peervention*

Franklin County S.H.A.R.P. Peer Helper Program

Dear Parents,
Your son/daughter has been involved in the peer helper program this year. Please help us evaluate the progress that your child has made. Help us to make this program better! Thank You.

Student's Name_____ Grade _____ Date _____

Home Telephone _____ Parent's Business Phone_____

Name of the Peer Helper _____

_____
Name of parent or guardian

Indicate your response by checking the most appropriate response regarding your child's behavior or attitude since the beginning of the school semester.

KEY: A = MUCH IMPROVED
B = SLIGHTLY IMPROVED
C = SLIGHTLY WORSE
D = ABOUT THE SAME

	A	B	C	D
ATTITUDE ABOUT SCHOOL	☐	☐	☐	☐
MATURITY	☐	☐	☐	☐
SELF-CONFIDENCE	☐	☐	☐	☐
SELF-RELIANCE	☐	☐	☐	☐
RESPONSIBILITY	☐	☐	☐	☐
GETTING ALONG WITH OTHERS	☐	☐	☐	☐
LISTENING TO OTHERS	☐	☐	☐	☐
CREATIVITY	☐	☐	☐	☐
DECISION MAKING	☐	☐	☐	☐
ASSERTIVENESS	☐	☐	☐	☐
BEING ORGANIZED	☐	☐	☐	☐
SELF-AWARENESS	☐	☐	☐	☐
PROBLEM SOLVING	☐	☐	☐	☐
STARTING TASKS ON TIME	☐	☐	☐	☐
GETTING TO SCHOOL ON TIME	☐	☐	☐	☐
FOLLOWING THROUGH ON ASSIGNMENTS	☐	☐	☐	☐
MAKING TIME FOR SCHOOL HOMEWORK	☐	☐	☐	☐
BEING SENSITIVE TO THE NEEDS OF OTHERS	☐	☐	☐	☐

Franklin County Coalition for Youth Success

A team of concerned citizens attended the 2-day workshop "Peers Empowering Peers," sponsored by the N.C. Agricultural Extension Service and by the N.C. Department of Public Instruction, during the fall of 1991.

During the workshop, the Franklin County participants established the following statements:

Our Challenge:
To help assist at risk youth in Franklin County to improve quality of life.

Our Vision:
To provide at risk youth the resources and opportunities for development of life skills.

Our Response:
To establish a community coalition by networking professionals to share resources and professional expertise in order to develop additional resources.

Our Mission:
To provide a structure for the coordination and delivery of youth services.

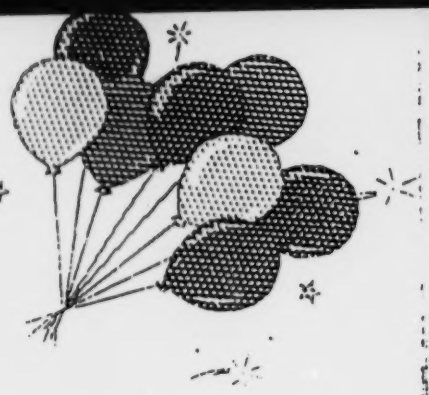
Unit Resources:
Youth serving agencies, businesses and material resources involved in building at risk youth programs.

The Coalition is comprised of representatives from the following groups: Agricultural Extension Services, Chamber of Commerce, Department of Social Services, Franklin County Schools, Guardian Ad Litem, Health Department, Juvenile Probation, Louisburg Police Department, Mental Health, National Guard. The goal is to add interested citizens who are not staff from youth serving agencies and to add youth representatives.

The Coalition has met monthly since October and has accomplished the following: 1) established an organizational structure, 2) written by-laws, 3) initiated the process of attaining non-profit status, 4) sponsored an alcohol/drug-free dance for county youth, "Sadie Hawkins," 5) initiated plans to sponsor Prom Promise, Project Graduation, and an information booth at the Whistler's Convention.

A team of Coalition members will be receiving more training at the "Community Coalition Training Institute," sponsored by STEP ONE Substance Abuse Services, in Winston-Salem on March 25-26, 1992.

ADOLESCENT PARENTING PROGRAM



Have you ever asked yourself:

* Do other teenage mothers feel different or cut off from their friends?
* What do other teenage mothers do when they are tired of being a mom?
* Do I ever get to have some fun?

If you answer "yes" to at least one of these questions, the Adolescent Parenting Program may be for you!

Who can participate in APP?

First time teen parents 17 years of age and younger regardless of income, disability, race or religion.

How does the program work?

A social worker and volunteer parent aide work together with the teen to:

* delay a second pregnancy
* earn a high school diploma
* enhance parenting skills
* acquire employment skills
* utilize appropriate health care and social services
* reduce dependency on welfare
* strengthen and establish an individual support system

What is the role of an APP volunteer?

Their role is to:

* work one-on-one with teen parents
* provide a positive role model
* be a trustworthy friend
* assist with transportation
* help parent build self-esteem
* help parent attain goals

Who do you call to sign up for this incredible new program?

* Lori W. Murray
  APP Coordinator
  Franklin County DSS
  496-5721

or your guidance counselor